

Mary A. White Elementary

2005 - 2006 Annual Report

Grand Haven Area Public Schools

www.ghaps.org/maryawhite

Welcome!

With the tremendous commitment, hard work, and dedication exhibited by all school family members, Mary A. White School can once again reflect on a tremendous school year.



Many students took advantage of opportunities to participate in programs such as 5th grade basketball, Young Authors, talent show, Girls on the Run, the Kids Hope mentor programs, and real-life experiences during Market Day and the 5th grade social studies plays focusing on the Boston Tea Party and "Molly Pitcher."

Our wonderful PTA sponsored many events including: Open House, Santa's Breakfast, Pastries for Parents, Spring Clean-up, Fun Day, and assemblies such as Les Trouble P.I., Adventures in Reading, and The Children's Troupe from Hope College Theatre.

Other school-year highlights include: a profitable fall fundraiser and silent auction making field trips and assemblies possible for all students to enjoy; K-5 curriculum mapping for teachers and parents; and continued partnerships with the North Ottawa Community Health Center and Covenant Life Church.

Teachers had several days devoted to inservice and planning in the 2005-2006 school year. Some of the highlights from these days include:

- Holding a 1st-5th-grade noon-hour Study Hall. The Study Hall runs Monday through Thursday.
- Purchasing and implementing Fountas and Pinnell Word Study programs for grades K-3.
- Two substitute teachers being made available so that grade level teachers could meet to discuss data and develop effective intervention strategies on each Thursday.
- Teachers are asked to answer three crucial questions:
 - What do we want each student to learn?
 - How will we know when each student has learned it?
 - How will we respond when a student experiences difficulty in learning?

Students were also provided the opportunity to participate in a Book Club.

The members of the Mary A. White school family believe that all people can learn and are entitled to feel successful at school. Our primary responsibility is to provide a formal education that allows students to master the skills necessary to function in our society.

On behalf of the entire Mary A. White School family, thank you for allowing us to touch the lives of your wonderful children. Your trust in us is taken very seriously. We continue to strive every year to make improvements and better ourselves as educators so your children will continue to receive a world-class education.

David Harwell, Principal

Assessment

We are proud of the academic achievements of our students. We continue to look at ways to improve in the four core content areas of English Language Arts, mathematics, science, and social studies. We are addressing ways to improve these scores by analyzing student assessment results with our School Improvement Team and through grade level collaboration.



Local Assessments

Grand Haven Area Public Schools assesses students' reading and math abilities with local assessments.

ELA (English Language Arts) – The majority of our third through fifth grade students earned a passing score on the district ELA assessment.

(View ELA results)

Everyday Math – The majority of students met or exceeded expectations in Everyday Math assessments.

(View Everyday Math results)

MEAP Assessments

The Michigan Educational Assessment Program (MEAP) is the statewide assessment program used in Michigan to test and report student achievement in the core academic subjects at certain grade levels. The MEAP test results for Mary A. White students scoring in the proficient category are:

- In the area of reading:
3rd grade - 92%, 4th grade - 85%, 5th grade - 92%
- In the area of writing:
3rd grade - 63%, 4th grade - 83%, 5th grade - 80%
- In the area of total ELA:
3rd grade - 82%, 4th grade - 81%, 5th grade - 90%
- In the area of math:
3rd grade - 88%, 4th grade - 90%, 5th grade - 90%
- In the area of Science: 5th grade - 90%

Student Subgroup Performance

Assessment

Student subgroups are groups of 30 or more students who share common characteristics, including gender, racial/ethnic groups, students with disabilities, students from low income families, and students with limited English proficiency. No Child Left Behind (NCLB) requires that districts look at a variety of groups of students to ensure that the needs of all students are met. Each subgroup of students must make adequate yearly progress (AYP). AYP is a level of proficiency determined by the state and applied to the whole school, school district, and to each subgroup. The goal is high levels of academic achievement for all students.

Our boys and girls scored at different achievement levels depending on which test was administered. We have noticed a difference in the scores of our low-income students. In an effort to address this area, our staff has been trained to better understand the learning needs of these students.

(View subgroup performance results)

The members of the Mary A. White school family believe that all people can learn and are entitled to feel successful at school. Our primary responsibility is to provide a formal education that allows students to master the skills necessary to function in our society.

We believe that the school and the home have a joint responsibility to work together to help students develop positive attitudes about themselves and their relationships with others in our society.

Toward these goals, we are committed to providing a safe, caring, and supportive educational environment in which all learners will be able to achieve their maximum potential and become productive members of society.

- Mary A. White School Mission Statement

No Child Left Behind

Adequate Yearly Progress

AYP is the measure used to hold schools and districts responsible for student achievement in English language arts and mathematics. AYP is based on Michigan Educational Assessment Program (MEAP) test results, participation rates in MEAP testing, and attendance or graduation rates.

In order to achieve AYP, students' MEAP proficiency must exceed the state's target. Proficiency is defined as students scoring in levels 1 or 2 (exceeds Michigan standards or meets Michigan standards) on MEAP or Surpassed the Performance Standard or Attained the Performance Standard on MI-Access. This includes aggregate student attendance as well as aggregate and sub-group exceeding the state's annual measurable objectives in English Language Arts and Math.

We are very pleased that we achieved the requirements of Adequate Yearly Progress (AYP).

In English-Language Arts, 69 percent of our students are proficient compared to the state's target level of 48 percent. In math, 71 percent of students are proficient compared to the state's target level of 56 percent.

State Accreditation

Education YES!

Education YES! is the accreditation system created by the state of Michigan in compliance with No Child Left Behind (NCLB). Education YES! measures our students' achievement, attendance and graduation rates and overall school programming.

Each school receives a composite grade. The Composite Grade is the overall grade for the school, arrived at by combining the following factors:

Student Achievement includes the measure of achievement status and achievement change. Student participation in MEAP testing and attendance rates are also included in this measure.

- Student Achievement Status indicates how well a school has performed on the 2005-06 MEAP test.
- Student Achievement Change measures how well a school has improved in student achievement and how well that lines up with state objectives for improvement.

Indicators of School Performance combine several factors, such as school facilities, attendance, and graduation rate.

Under these requirements, we are pleased to report that Mary A. White earned an “A.”

School Improvement

Having an organized, structured School Improvement Team enables our teaching professionals to stay abreast of current teaching practices, allows for continual modifications to occur, and enables us to meet the demands of an ever changing educational environment. This School Improvement Team integrates with the district level Curriculum Council, which is divided into subject-specific design teams. The design teams are broken down further into K-12 content teams, thus ensuring building-wide participation in curriculum design and development.

Thus far, we have identified four school improvement goals – in the four core areas of English Language Arts, math, science, and social studies.

- **Reading Goal:** To improve (strategic) reading behaviors for all students.
- **Mathematics Goal:** To improve (strategic) math skills for all students.
- **Science Goal:** To improve (strategic) science skills for all students.
- **Social Studies Goal:** To improve (strategic) social studies skills for all students.

We have identified specific strategies to reach these goals.

[\(View goals and strategies\)](#)

School Programs

“Safety. Learning. Respect.”

- Mary A. White Vision

School Programs

Technology Highlights

Thanks to district and community support in the form of a technology bond issue, both teachers and students have unprecedented access to information in our school district. Each classroom has five networked computers and Internet access. A 30-computer lab in the library media center is also available for student use.

Because the library media center is staffed full-time, students have ready access to the world of information available on the World Wide Web. Other instructional applications include CD-ROMs and videos. All classrooms have access to an online card catalog that allows them to search their building media collection. In addition, Web Collection Plus allows teachers to search the district's professional book and video collection, as well as the collections of other schools. The school district's home page (www.ghaps.org) provides a means of showcasing district events and enables students, parents, and the community at large to access a wide range of information about Grand Haven Area Public Schools. For example, students can access the library media center from home and find a homework help page that connects them to websites relevant to their topics of study. A teacher tool page provides links to lesson plans and curriculum information for staff.

During the 2005-2006 school year, the Mary A. White School student attendance rate was 98.3 percent.

Core Curriculum

K-12 core curriculum teams meet three to four times annually to review and revise curriculum, discuss instructional practices, and create and revise common assessments. There is one teacher (at least) from each of the elementary buildings, two to three teachers from each middle school, and two to three teachers from the high school, including the high school department head. There is also a representative on each of the teams from Central High School and at least one administrator.

The main function of the core curriculum teams is to be on the forefront of information regarding their designated area of the curriculum (English language arts, math, science or social studies). These teams make decisions regarding professional development, analyze data from the MEAP and share general information. One of the main obligations of the team members is

School Programs

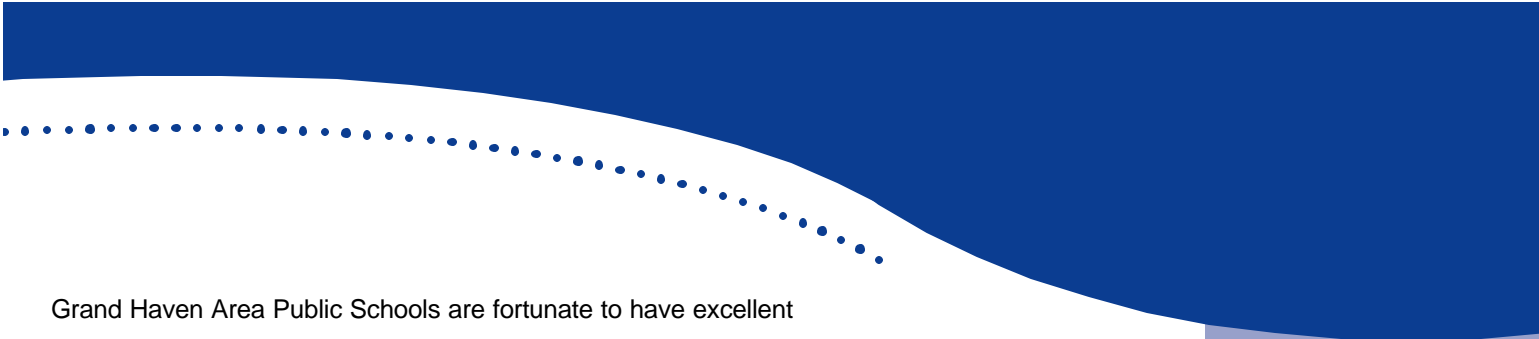
to go back to their sites and communicate to all affected parties regarding the content and decisions of the meeting.

The Curriculum Council consists of key members from the K-12 curriculum teams, teacher leaders of each special area staff, key principals, a counselor, the Special Needs Director and the Executive Director of Instructional Services. This group meets three to four times annually to review district-wide instructional practices, operates as guides for future district activities and serves, with parents, as the district improvement team.

This year the following activities were accomplished in the K-12 Core Curriculum Teams and the Curriculum Council.

- K-12 English Language Arts and Math curriculum team members aligned district common, quarterly assessments with the Michigan Department of Education's Grade Level Content Expectations for Kindergarten through 8th grade. DRAFT assessments will be field tested in 2006-07. Data will be analyzed to ensure validity and reliability, and instructional practices will be adjusted to better meet student needs.
- K-12 Science curriculum team members analyzed MEAP test results and reviewed current practices. The upcoming Grade Level/Span Content Expectations in Science were discussed and preparations for alignment were started. 9th and 10th grade staff used their common curriculum maps to develop common assessments, which were field tested in these courses.
- K-12 Social Studies curriculum team members reviewed current practices and prepared for the upcoming Michigan Department of Education's Social Studies Grade Level Content Expectations. 9th and 10th grade staff used their common curriculum maps to develop common assessments, which were field tested in these courses.
- Curriculum Council team members finalized the District Improvement Plan. Design teams led curriculum alignment and assessment development projects in the content areas where grade level content expectations were available from the MI Department of Education. The Curriculum Council additionally reviewed the Department of Education's new School Improvement Framework, and determined that district assessment projects were well aligned with the State's requirements for Strand I: Teaching for Learning.





Grand Haven Area Public Schools are fortunate to have excellent teaching and support staff. In order to meet the requirements under NCLB, districts are required to have highly-qualified teachers - defined as having: a bachelor's degree; full state certification or licensure; and prove that they know each subject they teach.

The NCLB Act also requires states:

- measure the extent to which all students have highly qualified teachers, particularly minority and disadvantaged students.
- adopt goals and plans to ensure all teachers are highly qualified.
- publicly report plans and progress in meeting teacher quality goals.

Mary A. White School has 100 percent of teaching staff designated as highly qualified.

Under the provisions of NCLB, parents have the right to request information regarding teacher qualifications. Please contact the office of Human Services.

Our school program is effective because of the consistent support from our parents. Parents were involved in the school program in many areas.

- We have a high attendance percentage for parent-teacher conferences. In 2005 - 2006, 99 percent of parents met with their child's teacher in the fall and 99 percent in the spring.
- Parents were actively involved in the classrooms by assisting students with Progress Monitoring (reading passages) and with other teacher led activities.
- Pastries for Parents was well attended in March.
- Parents also played a key role with the Parent-Teacher Association (PTA), Fun Day, Santa's Breakfast, Silent Auction, classroom parties, and field trips.

Staff

Parent Involvement

The district's parent involvement policy is distributed through student handbooks and the district website.